**Year 7 – Introduction to Persuasive Writing**

**Content**

Students will learn how to analyse and create persuasive writing. They will learn that writers deliberately use particular linguistic techniques such as rhetorical questions, evidence, personal anecdotes, descriptive and emotive language to persuade readers to share their point of view and also vary their content and style according to the audience. *They will explore the difference between spoken and written persuasive texts and be introduced to the concept of tone.*

take into account audience and purpose

Forms – letter to editor, speech

Key Terms: Rhetorical Question; tone; structure; evidence; personal anecdotes; audience; descriptive and emotive language

Aims and Objectives

Skills

Knowledge

Understanding

Resources:

|  |  |  |
| --- | --- | --- |
| Learning Activity | Student Product | Assessment |
| Teacher will introduce the unit – students will be exploring how persuasive language is used and creating own persuasive language texts  Discussion of when, where and why persuasive language used in table groups and then share top three ideas with class as whole. Discussion may include advertisements, current affairs, debating with friends and family etc  Following this discussion students create table in books – three columns. 1 – Form of persuasive writing e.g. web advertisement for a toy car or an opinion news article in The Age 2 – Purpose of Writing to sell the toy car and 3 – Typical Audience children under 9 and parents 4 – Examples of words used  (Possible homework – collect examples of above and share with class) Could discuss 4 and begin to explain the techniques being used.  Give students definitions of rhetorical questions, evidence, personal anecdotes, descriptive and emotive language, expert opinion and rebuttal.  Students to persuade partner to love food they hate using techniques. Teacher models first with description of brussells sprouts. You can project below onto screen and then highlight together  Why are people so mean about Brussels sprouts? Did you know that according to nutritiondata.self.com brussel sprouts are low in Saturated Fat, and very low in Cholesterol. They are also a good source of Thiamin, Riboflavin, Iron, Magnesium, Phosphorus and Copper as well as being a very good source of Dietary Fiber, Vitamin A, Vitamin C, Vitamin K, Vitamin B6, Folate, Potassium and Manganese. I will admit that when I was young I despised brussel sprouts, but this was because I was forced to eat mushy overcooked sprouts on Christmas Day before opening my presents. Nowadays I eat them raw, chopped up in salads and they are delicious and I find that when I forget to include them in my diet I become listless, sad and shout even more at my children. Healthy brussel sprouts are a refreshing light green in colour and firm and crunchy in the mouth. For a delicious accompaniment to lamb cutlets steam your brussel sprouts and serve with almond slivers and garlic that has been lightly cooked in foaming butter.  Highlight techniques in different colours - report back  Then write their own and try out on partners. Share as a group and comment on most successful. If food doesn’t work for some of them could be a sport or celebrity the other hates that the partner must get them to love.  (This could be then handed in as homework – they write a commentary below about the techniques they used and how successful they think they were )  **Past Topics for Speed Debating**   1. That all high school students should face mandatory drug tests. 2. That we should ban sexist advertising. 3. That we should build more wind farms. 4. That we should ban violent video games. 5. That school canteens should not sell junk food. 6. That Harry Potter should not be taught in schools. 7. That school sport should be compulsory. 8. That the Olympics have lost their meaning. 9. That we should close all zoos. 10. That beauty pageants should be banned. 11. That we should have a youth curfew. 12. That we need a new flag. 13. Students form pairs. (Self selected? Or self select but boy and girl?) Each team is given an odd or even number.     I suggest Group A(F) is labelled pairs 1 – 12 and then group B(G) 14 – 25 and C(H) 27 – 38 (Gaps in case there are extra people in a class). Make two rings in middle space and one ring in old bean bag room. Each ring is of 6 tables with four chairs round each. Middle space ring 1 is pairs 2,4,6,8,10,12 on outer and 15,17,19, 21, 23, 25 on inner. Middle space ring 2 is pairs 14, 16, 18, 20, 22, 24 on outer and pairs 27, 29, 31, 33, 35, 37 on inner. Bean bag ring is pairs 28, 30, 32, 34, 36, 38 on outer and pairs 1,3,5,7,9,11, on inner. I suggest using a particular musical sound for the swapping – iphone plugged into speakers.  For Two groups D (I) and E (S) label pairs as follows. D = 1 – 12 and E = 14 – 25. Two rings in H1/2 and old bean bag room. H1/2 = outer of 2,4,6,8,10,12 and inner of 15,17,19,21,23,25 and old bean bag room outer of 14,16,18,20,22,24 and inner of 1,3,5,7,9,11   1. The even numbers sit on the outside of the ring and the odd number sit on the inner side of the circle. 2. Each team tosses a coin to see if they will be affirmative or negative 3. Each team chooses a topic from an envelope marked with their appropriate round. 4. Each team has 1 minute to establish some idea of what they could talk about. 5. After 1 minute the bell rings and the debate begins, 1 minute per person 6. Move through the speakers in this manner with time for the presentation of a team line and rebuttal. 7. The assigned adjudicator for that table will award the debate depending on manner, method of argument, the development of a team line, coherency of presentation etc. 8. When the mini debate is concluded, the inner circle team will move to the right. 9. The adjudicators can move around at will.   Don’t have to have adjudicators? Teachers/student teachers could be such.  Purpose is to have fun, develop debating skills and group work skills and appeal to the kinaesthetic and aural learners. Also to practise further persuasive techniques developed with food activity. After the speed debating students must sit back in classes in their pairs and do the following in their books. You could show these to them before the speed debating.  1 – Write down three sentences to describe the experience for you individually of doing this activity.  1 – Write down an example of one thing you said that was very persuasive. Why do you think it was so persuasive? (For example did you use a fact or personal anecdote to strengthen your point?)  2 – Which couples were the most persuasive? Why? Try to give at least three examples of persuasive speaking.  3 – Can you think of three techniques that were successfully used by  4 – How would you do this differently if you were to do it again? | Table discussion | Formative |
| While this going on – other groups – either 2 or 3 classes work in pairs on the Persuasive Writing task that should be uploaded to daymap – this allows students to go at their own pace and explore NAPLAN examples and then write their own piece on caged animals – can be finished for homework – students should save to USB or email home to themselves. Persuasive Writing task attached. I suggest teachers select pairs - these could be similar ability or mixed. They can do all in pairs, but must finish the written task solo. |  |  |
| Tone????? |  |  |
| <http://prezi.com/zovb1wbnn74v/persuasive-writing-using-de-bonos-6-hats/?utm_source=website&utm_medium=prezi_landing_related&utm_campaign=prezi_landing_related_author>  This is a UK prezi on writing a piece on dangerous dogs using De Bono hats |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Persuasive Writing Tasks**

1 **Read** the paragraphs below



When you do a piece of persuasive writing it is very important to think about:

The **purpose** of the writing . **Why are you doing the writing**? What do you want the reader to think when they finish reading your piece? Knowing the purpose helps you choose what ideas to include.

The **form** of the writing. For instance you might choose to write a speech , or a letter or an opinion article in a newspaper. Knowing the form **helps you choose the kinds of words you need** and ways of structuring your writing.

The **audience** of the writing. You might include **different information**, written in a different way **if you choose adults** for your audience, **rather than teenagers**. If you choose to imagine your piece is aimed at farmers then you might include different information and use different types of words than for an audience of teenagers.



1 Click on the link below:

<http://www.nap.edu.au/_Documents/PDF/NAPLAN2011_prompt__caged_animals_final.pdf>

This is an example of a persuasive writing task . It is called *It is Cruel to Keep Animals in Cages*. **Read it carefully.**

2 Next **fill in the gaps or answer the questions below**:

My **ideas** on this topic are:

The **purpose** of my piece is (For example you might want the reader to understand that cages can sometimes be a good thing, but not always):

This is the *order* I would put my ideas in. (Put numbers on the points above)

Some supporting material I might use for each idea such as facts, or anecdotes (stories from everyday life).

The **form** I would choose to write in. (For example speech, letter, article in a newspaper or magazine.)

The **audience** of my piece is:

If I am imagining being a person writing my speech, letter or article who am I? (For example you could be a spokesperson for the RSPCA)

Some examples of vocabulary (words) I might use.

3 Next go to

<http://www.vcaa.vic.edu.au/prep10/naplan/schools/persuasivewriting.html>

Scroll down to sample student writing. **Read Student 1 and answer the questions below:**

What advice would you give this writer to help them improve their work?

Do you think they have thought about purpose, form and audience? Give reasons for your answers.

4 Go back to <http://www.vcaa.vic.edu.au/prep10/naplan/schools/persuasivewriting.html>

**Read Student 5 and answer the questions below:**

How is this work better than that of student 1?

What form do you think this in? (For instance it might be a speech or a news article.) Why do you think this?

What advice would you give this student?

5 Go back to <http://www.vcaa.vic.edu.au/prep10/naplan/schools/persuasivewriting.html>

**Read student 10 and do the tasks below:**

Pick out some good vocabulary that this student has used. Write down at least five words you like.

What form do you think this in? Why?

Overall why is this piece better than the others?

You are welcome to look at other student samples if you wish.

6 Now **write your piece on this topic.** Re-read the original prompt at <http://www.nap.edu.au/_Documents/PDF/NAPLAN2011_prompt__caged_animals_final.pdf> and your notes you made for step 2. Use the sample student work to give you ideas as well. Give yourself no more than 40 minutes to write your piece. In the NAPLAN test you will write by hand. Now you may handwrite or use a computer. Remember to give yourself time to check your piece through for mistakes.